

HANNAH-PAMPLICO ELEMENTARY/MIDDLE

2131 S. Pamplico Highway
Pamplico, SC 29583

GRADES PK-8 Middle School

ENROLLMENT 786 Students

PRINCIPAL Angela P. Keith 843-493-2061

SUPERINTENDENT Dr. Steve W. Quick 843-493-2502

BOARD CHAIR Mrs. Elleveen T. Poston 843-493-2437

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	1	20	18	1

IMPROVEMENT RATING:

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS:

NO

This school met 20 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Below Average	N/A
2002	Average	Below Average	N/A
2003	Average	Unsatisfactory	No
2004	Average	Good	No

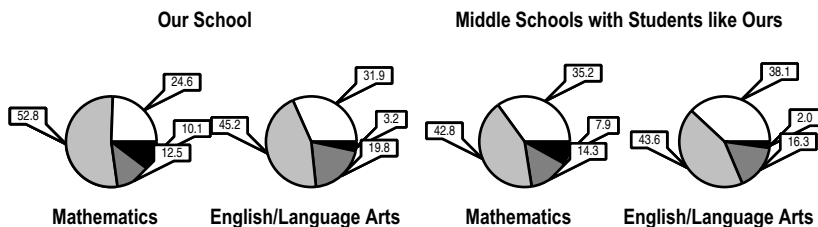
DEFINITIONS OF DISTRICT RATING TERMS

- **Excellent** - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** - District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

82.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	526	99.6	27.3	42.8	26.3	3.6	34.9	Yes	Yes
Gender									
Male	261	100.0	29.7	45.8	21.3	3.2	27.7		
Female	265	99.3	24.9	39.8	31.3	4.0	42.2		
Racial/Ethnic Group									
White	248	99.6	16.8	42.4	35.3	5.5	45.4	Yes	Yes
African-American	267	99.6	36.5	42.6	18.9	2.0	25.7	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	11	100.0	45.5	54.5	0.0	0.0	18.2	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	421	99.5	25.8	43.4	27.8	3.0	41.4		
Disabled	105	100.0	33.3	40.2	20.6	5.9	9.8	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	526	99.6	27.3	42.8	26.3	3.6	34.9		
English Proficiency									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	524	99.6	27.0	42.9	26.4	3.6	35.1		
Socio-Economic Status									
Subsidized meals	342	99.4	33.9	43.9	20.4	1.9	26.6	Yes	Yes
Full-pay meals	181	100.0	15.6	40.8	36.9	6.7	49.7		

Mathematics - State Performance Objective = 15.5%									
All Students	526	99.4	21.9	54.3	14.9	8.9	38.8	Yes	Yes
Gender									
Male	261	99.6	21.4	55.2	14.1	9.3	37.1		
Female	265	99.3	22.5	53.4	15.7	8.4	40.6		
Racial/Ethnic Group									
White	248	99.2	13.9	49.4	21.5	15.2	52.3	Yes	Yes
African American	267	99.6	29.3	58.6	8.8	3.2	26.1	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	11	100.0	27.3	63.6	9.1	0.0	36.4	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	421	99.5	14.4	58.1	17.7	9.8	44.9		
Disabled	105	99.1	51.5	39.6	4.0	5.0	14.9	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	526	99.4	21.9	54.3	14.9	8.9	38.8		
English Proficiency									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	524	99.4	21.8	54.3	14.9	8.9	39.0		
Socio-Economic Status									
Subsidized meals	342	99.4	26.3	58.0	10.7	5.0	29.2	Yes	Yes
Full-pay meals	181	99.5	14.0	47.8	22.5	15.7	56.2		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	86	98.8	25.3	42.7	30.7	1.3	32.0
	Grade 4	97	99.0	34.8	48.3	12.4	4.5	16.9
	Grade 5	96	100.0	33.3	52.7	14.0	N/A	14.0
	Grade 6	97	100.0	42.4	41.3	10.9	5.4	16.3
	Grade 7	82	98.8	25.3	51.9	22.8	N/A	22.8
	Grade 8	94	100.0	28.3	51.1	19.6	1.1	20.7
2004	Grade 3	86	98.8	18.8	38.8	38.8	3.5	42.4
	Grade 4	80	100.0	17.5	51.3	31.3	N/A	31.3
	Grade 5	101	99.0	33.0	50.0	15.0	2.0	17.0
	Grade 6	94	100.0	34.4	45.2	18.3	2.2	20.4
	Grade 7	87	100.0	40.2	43.7	13.8	2.3	16.1
	Grade 8	78	100.0	17.9	59.0	17.9	5.1	23.1

Mathematics								
2003	Grade 3	86	98.8	22.4	53.9	18.4	5.3	23.7
	Grade 4	97	100.0	20.2	52.8	19.1	7.9	27.0
	Grade 5	96	100.0	26.9	51.6	18.3	3.2	21.5
	Grade 6	97	100.0	28.3	46.7	15.2	9.8	25.0
	Grade 7	82	97.6	39.7	41.0	12.8	6.4	19.2
	Grade 8	94	100.0	33.7	48.9	14.1	3.3	17.4
2004	Grade 3	86	97.7	10.7	69.0	15.5	4.8	20.2
	Grade 4	80	100.0	20.0	61.3	15.0	3.8	18.8
	Grade 5	101	99.0	31.0	43.0	18.0	8.0	26.0
	Grade 6	94	100.0	25.8	47.3	14.0	12.9	26.9
	Grade 7	87	100.0	24.1	50.6	16.1	9.2	25.3
	Grade 8	78	100.0	24.4	61.5	7.7	6.4	14.1

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 786)				
Students enrolled in high school credit courses (grades 7 & 8)	9.8%	Up from 8.7%	12.2%	14.6%
Retention rate	4.7%	Up from 0.2%	4.0%	3.0%
Attendance rate	96.7%	Up from 95.9%	95.5%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	12.4%		6.3%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	7.1%		5.8%	5.3%
Eligible for gifted and talented	11.7%	Down from 13.0%	11.5%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	13.1%	Up from 9.7%	13.9%	13.9%
Older than usual for grade	5.0%	Down from 5.1%	5.5%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.3%	Down from 3.5%	1.1%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 48)				
Teachers with advanced degrees	47.9%	Down from 49.0%	48.7%	48.7%
Continuing contract teachers	83.3%	Down from 90.2%	80.4%	81.7%
Highly qualified teachers**	95.6%	N/A	89.5%	90.4%
Teachers with emergency or provisional certificates	0.0%		4.5%	5.3%
Teachers returning from previous year	88.4%	Down from 90.0%	83.0%	85.1%
Teacher attendance rate	94.5%	Up from 93.9%	95.0%	94.8%
Average teacher salary	\$38,661	Up 3.8%	\$39,113	\$40,566
Prof. development days/teacher	9.4 days	Up from 8.0 days	10.1 days	11.0 days
School				
Principal's years at school	2.0	Up from 1.5	4.0	3.3
Student-teacher ratio in core subjects	19.2 to 1	Down from 20.1 to 1	21.2 to 1	21.3 to 1
Prime instructional time	90.5%	Up from 89.1%	89.5%	89.3%
Dollars spent per pupil*	\$4,669	Down 4.8%	\$5,547	\$5,821
Percent of expenditures for teacher salaries*	67.1%	Up from 66.5%	62.7%	61.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Down from 99.4%	95.7%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools**	N/A		92.0%	
Highly qualified teachers in high poverty schools**	N/A		91.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school**	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

HPEM is a child-centered, community school dedicated to providing a warm, friendly, and challenging environment in which all students are offered the educational opportunities to become productive, responsible citizens. Our success is built on the belief that all children can learn if our educational family (students, parents, faculty, community members) works closely together.

School-wide teaming offers our students a nurturing learning environment, which is focused on making each student successful. Authentic learning such as hands-on math and inquiry-based science instruction is emphasized at HPEM. Accelerated classes including English I and Algebra I are offered on our campus. Enrichment and remediation periods are incorporated into the daily schedule to meet the needs of our students. New technology, Edutest and Achieve Now, was implemented to measure and supplement students' standards achievement. Beginning next year, as part of the three year technology grant our district received this year, a new technology coach will assist teachers in developing activities in which technology plays an even greater role in instruction.

Our faculty and students have made significant accomplishments this year. Mrs. Sherry Barnhill served as science coach and was named District Teacher of the Year. Mrs. Kim Tuten achieved the honor of National Board Certification. All teachers continued to grow professionally by taking courses and by attending conferences and workshops. All of our Junior Scholars this year placed in at least two areas. Two placed in all three areas. An eighth grader and a fifth grader won the Lt. Governor's Writing Award. A seventh grader placed third in the regional spelling bee. All students participated in our fine arts program, which included productions of School House Rock, our Broadway Musical; Celebrate You and Me, our spring extravaganza; and A Christmas Tale, a musical in which all 435 K-4 participated.

Parents, grandparents, family, and community members showed strong support for our school with high attendance and participation in school activities and events such as Grandparents' Day, Field Day, Month of the Young Adolescent Community Breakfast, Doughnuts for Mom and Dad, Arts festival, PACT Workshops, etc.

As always, we are proud of our school and the community it represents. We anxiously await the opportunities and experiences of another great year at HPEM.

Angela P. Keith,
Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	47	69	121
Percent satisfied with learning environment	97.8%	78.3%	89.9%
Percent satisfied with social and physical environment	97.8%	76.5%	86.6%
Percent satisfied with home-school relations	82.2%	83.6%	66.1%

*Only students at the highest middle school grade level at this school and their parents were included.